DOCUMENT RESUME

ED 069 741 TM 002 196

| | |
|---|---|
| TITLE | Evaluation of Innovative Schools: OCDQ Results for Fifth-Year Teachers, 1970-1971. |
| INSTITUTION | Broward County School Board, Fort Lauderdale, Fla. |
| PUB DATE | Apr 72 |
| NOTE | 12p.; Research Dept. Report No. 53 |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Behavior Patterns; Classroom Design; Conventional Instruction; Educational Innovation; Environmental Influences; *Evaluation Methods; Learning Motivation; *Measurement Instruments; *Open Plan Schools; *Questionnaires; School Design; Teacher Attitudes; Traditional Schools |
| IDENTIFIERS | Broward County Public Schools; Florida; *Organizational Climate Description Questionnaire |

ABSTRACT

A random sample is reported of fifth-year teachers from conventional schools and from open or innovative schools who completed the Organizational Climate Descriptions Questionnaire (OCDQ), administered anonymously, which measured subjective rather than objective dimensions. The instrument is interpreted as being primarily a measure of teacher morale. Report results appear to indicate a more positive organizational climate in conventional schools, with morale among fifth-year teachers in open-space plants tending to be lower than morale among fifth-year teachers in the school system as a whole. However, it noted that drawing causal conclusions from the report would be premature, since factors such as overcrowding may have contributed more to the findings than did anything common to innovative plants and programs. (Author/LH)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

AUG 0 1 RECD

ED 069711

# EVALUATION OF INNOVATIVE SCHOOLS:

# OCDQ RESULTS FOR FIFTH—YEAR TEACHERS

## 1970—71

TM 002 196

Submitted to Harry F. McComb
Associate Superintendent for
Curriculum and Teaching

The School Board of Broward County, Florida
Benjamin C. Willis, Superintendent of Schools

Research Department
Report No. 53
April 1972

## ABSTRACT

During the spring of 1971 a random sample of fifth-year teachers from "conventional" schools and fifth-year teachers from open or "innovative" schools completed the Organizational Climate Description Questionnaire. This questionnaire was administered anonymously.

It should be emphasized that the OCDQ is intended to measure subjective rather than objective dimensions. For example, one item which distinguished between innovative and conventional schools concerned the availability of books for classroom use. From a subjective standpoint, teachers in innovative schools did not feel extra books were as available as did teachers in conventional schools. From a factual standpoint, however, they could have been quite wrong. It is precisely because responses to questions like these are colored by subjective factors that they are included on the OCDQ. Morale or organizational climate is a subjective factor.

Report results appear to indicate a more positive organizational "climate" in conventional schools. The Research Department feels it is simplest to interpret this instrument as being primarily a measure of teacher morale. On this premise morale among fifth-year teachers in open-space plants during the 1970-71 school year tended to be lower than morale among fifth-year teachers in the county as a whole.

It would be premature to draw causal conclusions from this report. Factors such as overcrowding may have contributed more to these findings than did anything common to innovative plants and programs.

## INTRODUCTION

The Research Department of the Broward County School System, in an attempt at a comprehensive evaluation of both the innovative (open) schools and the elementary schools in general, has collected much data in addition to the usual achievement scores. This information is in the area of attitudes and opinions and was collected from both teachers and students.

The major source of research data for the 1970-71 school year was from questionnaires administered to fifth-year pupils and teachers. The present report will concern itself with one segment of the data collected from fifth-year teachers, specifically teachers' responses to the Organizational Climate Description Questionnaire.* This instrument was designed to provide a description of important characteristics of the interpersonal relationships between faculty members in elementary schools. It is, in this department's opinion, primarily a measure of faculty morale, a factor not only important in its own right but also as a possible component affecting student achievement.

## THE INSTRUMENT

The original OCDQ consisted of 68 items classified into three main categories. Analysis of the results from previous years has led to modification of the questionnaire by the local research department. Redundant and/or nondiscriminating items have been deleted. Rather than using an elaborate profile-scaling procedure, direct comparisons on an item by item basis have been made. Multivariate procedures are then used to identify the set of items which best differentiate between groups.

The locally revised form of the instrument consists of 37 items. Teachers must respond to the listed situations by indicating how frequently or infrequently they feel each situation occurs in their school. The scale consists of five choices:

1. Never occurs
2. Rarely occurs
3. Sometimes occurs
4. Often occurs
5. Very frequently occurs

## PARTICIPANTS

The OCDQ was administered anonymously to fifth-year teachers during the spring of the 1970-71 school year.

Participants from the conventional schools were selected in a random fashion. From the list of all teachers with fifth-grade homeroom

*Halpin, A. and Croft, D. Theory and Research in Administration. New York: Macmillan, 1966.

responsibility, a random sample of 126 was chosen. No attempt was made to equalize the selection among schools. Therefore, one teacher may have been chosen from School X, while three or four or none were chosen from School Y.

At the time of testing only 12 innovative schools had been in operation for at least one school year. Therefore, in order to have a sufficient number of questionnaires for analysis, all fifth-year teachers in these schools were asked to complete the OCDQ. The 12 innovative schools were:

1. Castle Hill
2. Coconut Creek
3. Cypress
4. Fairway
5. Mirror Lake
6. Palmview
7. Annabel C. Perry
8. Sabal Palm
9. Hollywood Central
10. Hollywood Park
11. Village
12. Floranada

While Nova Eisenhower and Nova Blanche Forman are certainly innovative schools, they also have the status of "experimental" schools and have been in existence a number of years. There were not enough fifth-year teachers at Nova to warrant separate analysis. It was therefore decided not to include them in either group for the analysis of the OCDQ.

## RESULTS

Means, standard deviations, and probabilities of statistical difference between the two types of schools were computed for each item. Complete statistical information on each item, as well as a copy of the questionnaire, may be found in the appendix.

There were statistically significant differences between teachers in the two types of schools on 22 of the 37 items on the questionnaire (at the .05 level of probability). The direction of these differences indicated more positive results in conventional schools.

Further refinement of the results was possible through the use of a discriminant analysis. This method identified the ten questions which best distinguish between innovative and conventional schools. These items are presented in Table 1.

The questions are listed in order of significance from top to bottom. The scores represent the mean score on each question for participating teachers in each type of school. Differences on the other 27 items should be viewed with less confidence, and for that reason complete results are appended without comment.

The scores should not be viewed apart from the scale they represent. On Item 14 (last item in Table 1), for example, teachers in conventional schools might have felt that faculty meetings were productive more often than teachers in innovative schools, but the difference was one of degree, not of kind. Both sets of teachers felt that " ... there is a feeling of 'let's get things done'" much of the time. In conventional schools they simply felt it happened slightly (but statistically significantly) more often.

It should be emphasized that the OCDQ is intended to measure subjective rather than objective dimensions. For example, one item which distinguished between innovative and conventional schools concerned the availability of books for classroom use. From a subjective standpoint, teachers in innovative schools did not feel extra books were as available as did teachers in conventional schools. From a factual standpoint, however, they could have been quite wrong. It is precisely because responses to questions like these are colored by subjective factors that they are included on the OCDQ. Morale or organizational climate is a subjective factor.

Specific OCDQ items may or may not document differences in objective states of affairs in the two types of schools. Differences on the individual items cited in this report therefore may not indicate specific problems which could be corrected one at a time by appropriate administrative action. Changes in morale or climate would be reflected by changes in responses to specific clusters of items or to the totality of items. This report documents global sentiments through the application of objective techniques of measurement and analysis. Other reports will deal with issues more particular to innovative schools. Such reports will attempt to pinpoint differences between the two types of schools on more specific or objective bases. Responses of fifth-year teachers in the two types of schools to any set of questionnaire items, however, will to some extent reflect subjective biases. This report provides evidence about a difference in general outlook which is important in its own right and which should be considered in interpreting any research report based upon data collected from these teachers.

TABLE 1

BEHAVIORS WHICH BEST DISTINGUISH BETWEEN THE INNOVATIVE SCHOOLS AND THE CONVENTIONAL SCHOOLS (BASED UPON TEACHER RESPONSES ON THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE)

| Question Number on OCDQ | Behavior | Score N=82 Inno. | Score N=105 Conv. |
|---|---|---|---|
| 34. | Teachers at this school show much school spirit. | 3.12 | 3.79 |
| 13. | The principal insures that teachers work to their full capacity. | 3.65 | 4.26 |
| 19. | The teachers accomplish their work with great vim, vigor, and pleasure. | 3.32 | 3.78 |
| 36. | The morale of the teachers is high. | 3.32 | 3.92 |
| 32. | Extra books are available for classroom use. | 3.45 | 4.10 |
| 37. | Instructions for the operation of teaching aids are available. | 3.62 | 4.19 |
| 23. | There is a minority group of teachers who always oppose the majority. | 2.46 | 1.91 |
| 2. | The principal goes out of his way to help teachers. | 3.68 | 4.20 |
| 9. | Teachers are contacted by the principal each day. | 2.92 | 3.44 |
| 14. | In faculty meetings there is a feeling of "let's get things done." | 3.72 | 4.21 |

Note: The lower the score, the less frequently the behavior occurs. The higher the score, the more frequently the behavior occurs.

## CONCLUSIONS

Fifth-year teachers in conventional plants during the 1970-71 school year tended to respond more positively to OCDQ items than did teachers in innovative plants. The "climate" of an organization is a more inclusive concept than morale. However, inspection of the tabled items which best distinguish between schools indicates that each item might be interpreted in terms of facilitating harmonious and productive interactions which are productive of good morale. As with our other research studies involving innovative programs, further conclusions and interpretations are best left to instructional personnel.

APPENDIX

MEAN, STANDARD DEVIATION, AND PROBABILITY OF DIFFERENCE
FOR EACH QUESTION ON THE
ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

| | Ques. 1 | Ques. 2 | Ques. 3 | Ques. 4 | Ques. 5 | Ques. 6 | Ques. 7 |
|---|---|---|---|---|---|---|---|
| INNOVATIVE (N = 82) M | 3.17 | 3.68 | 2.84 | 3.45 | 3.96 | 3.11 | 2.87 |
| INNOVATIVE (N = 82) SD | 0.81 | 1.05 | 0.92 | 0.85 | 1.13 | 0.99 | 1.04 |
| CONVENTIONAL (N = 105) M | 3.44 | 4.20 | 3.02 | 3.79 | 4.28 | 3.22 | 3.16 |
| CONVENTIONAL (N = 105) SD | 1.00 | 0.89 | 0.92 | 1.01 | 0.92 | 1.10 | 0.99 |
| PROBABILITY OF SIGNIFICANT DIFF. | 0.051 | 0.001 | 0.192 | 0.015 | 0.038 | 0.483 | 0.049 |

| Ques. 8 | Ques. 9 | Ques. 10 | Ques. 11 | Ques. 12 | Ques. 13 | Ques. 14 | Ques. 15 | Ques. 16 | Ques. 17 |
|---|---|---|---|---|---|---|---|---|---|
| 4.15 | 2.92 | 4.20 | 2.82 | 4.02 | 3.65 | 3.72 | 3.12 | 3.88 | 3.76 |
| 1.00 | 1.03 | 0.91 | 0.92 | 1.07 | 0.95 | 1.16 | 1.18 | 1.01 | 1.08 |
| 4.54 | 3.44 | 4.53 | 2.46 | 4.02 | 4.26 | 4.21 | 3.07 | 4.18 | 4.15 |
| 0.73 | 1.02 | 0.71 | 1.01 | 1.14 | 0.87 | 0.85 | 1.25 | 0.92 | 0.96 |
| 0.002 | 0.001 | 0.005 | 0.013 | 0.974 | 0.001 | 0.001 | 0.759 | 0.033 | 0.009 |

| Ques. 18 | Ques. 19 | Ques. 20 | Ques. 21 | Ques. 22 | Ques. 23 | Ques. 24 | Ques. 25 | Ques. 26 | Ques. 27 |
|---|---|---|---|---|---|---|---|---|---|
| 2.49 | 3.32 | 3.13 | 2.94 | 2.34 | 2.46 | 2.04 | 2.51 | 2.04 | 3.05 |
| 1.03 | 0.72 | 1.06 | 0.93 | 0.96 | 0.97 | 1.02 | 1.02 | 0.74 | 0.77 |
| 2.13 | 3.78 | 3.09 | 2.82 | 2.52 | 1.91 | 1.72 | 2.37 | 1.91 | 3.10 |
| 0.86 | 0.76 | 1.07 | 1.02 | 0.97 | 1.01 | 0.79 | 1.24 | 0.83 | 0.95 |
| 0.011 | 0.001 | 0.758 | 0.408 | 0.202 | 0.001 | 0.019 | 0.406 | 0.298 | 0.718 |

| Ques. 28 | Ques. 29 | Ques. 30 | Ques. 31 | Ques. 32 | Ques. 33 | Ques. 34 | Ques. 35 | Ques. 36 | Ques. 37 |
|---|---|---|---|---|---|---|---|---|---|
| 3.57 | 3.23 | 2.66 | 2.39 | 3.45 | 2.10 | 3.12 | 3.26 | 3.32 | 3.62 |
| 1.10 | 0.82 | 0.88 | 1.14 | 1.28 | 0.70 | 0.99 | 0.94 | 1.02 | 1.12 |
| 3.96 | 3.06 | 2.72 | 2.35 | 4.10 | 2.27 | 3.79 | 3.71 | 3.92 | 4.19 |
| 1.01 | 0.82 | 1.06 | 1.13 | 0.97 | 0.95 | 0.95 | 0.98 | 1.02 | 0.87 |
| 0.013 | 0.150 | 0.653 | 0.821 | 0.001 | 0.179 | 0.001 | 0.001 | 0.001 | 0.001 |

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

A. W. HALPIN and D. B. CROFT

The items in this questionnaire describe typical behaviors or conditions that occur within an elementary school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they must work. After you have answered the questionnaire, we will examine the behaviors or conditions that have been described as typical by the majority of the teachers in your school, and we will construct from this description a portrait of the Organizational Climate of your school.

Marking Instructions

Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire:

1. Never occurs
2. Rarely occurs
3. Sometimes occurs
4. Often occurs
5. Very frequently occurs

Teachers call each other by their first names. 1 2 3 (4) 5

In this example the respondent marked alternative 4 to show that the interpersonal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

Please mark your response clearly, as in the example. PLEASE BE SURE THAT YOU MARK EVERY ITEM.

1. Never occurs
2. Rarely occurs
3. Sometimes occurs
4. Often occurs
5. Very frequently occurs

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | The principal does personal favors for teachers. | 1 | 2 | 3 | 4 | 5 |
| 2. | The principal goes out of his way to help teachers. | 1 | 2 | 3 | 4 | 5 |
| 3. | Teachers know the family background of other faculty members. | 1 | 2 | 3 | 4 | 5 |
| 4. | Sufficient time is given to prepare administrative re-reports. | 1 | 2 | 3 | 4 | 5 |
| 5. | The principal tells teachers of new ideas he has run across. | 1 | 2 | 3 | 4 | 5 |
| 6. | Teachers leave the building as soon as possible at day's end. | 1 | 2 | 3 | 4 | 5 |
| 7. | The principal helps teachers solve personal problems. | 1 | 2 | 3 | 4 | 5 |
| 8. | The principal sets an example by working hard himself. | 1 | 2 | 3 | 4 | 5 |
| 9. | Teachers are contacted by the principal each day. | 1 | 2 | 3 | 4 | 5 |
| 10. | The principal is well prepared when he speaks at school functions. | 1 | 2 | 3 | 4 | 5 |
| 11. | Teachers talk about leaving the school system. | 1 | 2 | 3 | 4 | 5 |
| 12. | The principal is in the building before teachers arrive. | 1 | 2 | 3 | 4 | 5 |
| 13. | The principal insures that teachers work to their full capacity. | 1 | 2 | 3 | 4 | 5 |
| 14. | In faculty meetings there is a feeling of "let's get things done." | 1 | 2 | 3 | 4 | 5 |
| 15. | The principal tries to get better salaries for teachers. | 1 | 2 | 3 | 4 | 5 |
| 16. | There is considerable laughter when teachers gather informally. | 1 | 2 | 3 | 4 | 5 |
| 17. | The principal looks out for the personal welfare of teachers. | 1 | 2 | 3 | 4 | 5 |
| 18. | Teachers interrupt other faculty members who are talking in staff meetings. | 1 | 2 | 3 | 4 | 5 |

1. Never occurs
2. Rarely occurs
3. Sometimes occurs
4. Often occurs
5. Very frequently occurs

| | | | | | | |
|---|---|---|---|---|---|---|
| 19. | The teachers accomplish their work with great vim, vigor, and pleasure. | 1 | 2 | 3 | 4 | 5 |
| 20. | Routine duties interfere with the job of teaching. | 1 | 2 | 3 | 4 | 5 |
| 21. | Student progress reports require too much work. | 1 | 2 | 3 | 4 | 5 |
| 22. | Administrative paper work is burdensome at this school. | 1 | 2 | 3 | 4 | 5 |
| 23. | There is a minority group of teachers who always oppose the majority. | 1 | 2 | 3 | 4 | 5 |
| 24. | Teachers exert group pressure on nonconforming faculty members. | 1 | 2 | 3 | 4 | 5 |
| 25. | Teachers prepare administrative reports by themselves. | 1 | 2 | 3 | 4 | 5 |
| 26. | The mannerisms of teachers at this school are annoying. | 1 | 2 | 3 | 4 | 5 |
| 27. | Teachers talk about their personal life to other faculty members. | 1 | 2 | 3 | 4 | 5 |
| 28. | The principal explains his reasons for criticism to teachers. | 1 | 2 | 3 | 4 | 5 |
| 29. | Teachers invite other faculty to visit them at home. | 1 | 2 | 3 | 4 | 5 |
| 30. | Teachers have fun socializing together during school time. | 1 | 2 | 3 | 4 | 5 |
| 31. | The principal makes all class-scheduling decisions. | 1 | 2 | 3 | 4 | 5 |
| 32. | Extra books are available for classroom use. | 1 | 2 | 3 | 4 | 5 |
| 33. | Teachers have too many committee requirements. | 1 | 2 | 3 | 4 | 5 |
| 34. | Teachers at this school show much school spirit. | 1 | 2 | 3 | 4 | 5 |
| 35. | The principal clarifies wrong ideas a teacher may have. | 1 | 2 | 3 | 4 | 5 |
| 36. | The morale of the teachers is high. | 1 | 2 | 3 | 4 | 5 |
| 37. | Instructions for the operation of teaching aids are available. | 1 | 2 | 3 | 4 | 5 |